



REPORT ON TRAINING OF MASTER TRAINERS' IN CBPR

Eastern Regional Centre

(Odisha, Sikkim, Bihar, Jharkhand, West Bengal)

CENTRAL UNIVERSITY OF ODISHA, KORAPUT

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Background

In 2011, a national review was conducted by a Committee of Experts (set up by the then Planning Commission) to analyse the purposes, principles and forms of social responsibility and community engagement which are relevant to our context. Its recommendations to Ministry of Human Resource Development (MHRD) about “Fostering Social Responsibility and Community Engagement of Higher Education Institutions (HEIs)” in India contain several important elements for the new policy¹. The National Education Policy (NEP) announced by the Government of India in 2020 has presented a transformative framework for higher education in the country. It has reinforced many of the recommendations already included in the new policy, as exemplified through the below lines:

“The purpose of the education system is to develop good human being capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution (pg 5).”

Unnat Bharat Ahiyaan (UBA) 2.0 was launched by the MHRD, UBA 2.0 aims to bring a transformative change in rural development by the active participation of higher education institutes with rural communities and reorientation of communities through research and

¹ https://www.ugc.ac.in/pdfnews/1906947_Revised-Draft-Framework-in-the-light-of-NEP-2020.pdf

development. It was launched by the Government of India in February 2018. The University Grants Commission (UGC) set up a Subject Expert Group (SEG) on Curricular Reforms and Educational Institutions Social Responsibility for achieving the objectives of reforming the curriculum at the level of UG and PG to instil the concept of Rural Community Engagement and Social Responsibility. The purpose is to ensure that community engagement is not seen as a standalone activity and is integrated in the regular curriculum of the university to ensure the development of the society around the university.

The latest guideline by UGC provides the National Curricular Framework and Guidelines for “*Fostering Social Responsibility and Community Engagement*” of HEIs in India. It has been developed by the Expert Group through a series of consultations over this period. It has been revised to include key recommendations of NEP 2020. The experiences of the Covid-19 pandemic and responses by students, faculty, and staff of HEIs during the same have been incorporated in this revision. The NEP 2020 endorses the in UGC framework that “local knowledge and wisdom of our rural and tribal communities must be valued” in undertaking research. Local community can be involved in partnership with students and researchers to find innovative local solutions and adaptation of appropriate technology to the challenges faced by them. The students as primary stakeholders in higher education must have many opportunities for participation in community service projects, like UGC’s recent guidelines on community-based internship and field-based courses.

As per the guidelines issued by University Grants Commission (vide letter of the Secretary UGC to all Vice- Chancellors dated December 23, 2021), a first batch of 30- 40 Master Trainers (MT’s) will be trained in Community Based Participatory Research (CBPR) methodology. It was proposed that each batch of selected MT’s would undergo residential training at Regional Centres before they start teaching this course, led by a team of UGC appointed experts in Community-based Participatory Research. The objective for training the MT’s is threefold: (a) to understand the framework of UGC/UBA course “Fostering Social Responsibility & Community Engagement”; (b) understand the Principles & Methodology of CBPR underlying field- based Learning; (c) to strengthen competencies in use of various methods of CBPR through field practice.

Given the situation of Covid-19 pandemic in the country, the first two modules – Understanding Community University Engagement and Understanding Principles and Methodology of CBPR, was held online on January 27 and February 15, 2022, respectively. However, several aspects of learning CBPR methodology entails competencies and skills which are best learnt in face-to-face practice in the field itself. In lieu of this, a three- day face to face training workshop is going to be held in all the 7 Regional Centres. So far three such trainings have been conducted – the Western Regional Centre (20th – 22nd April 2022) at the Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur; and the Southern Regional (27th – 29th April

2022) at The Gandhigram Rural Institute (Deemed to be University). This report documents the third training workshop that was held from 7th – 9th June 2022, in the Eastern Region at the Central University of Odisha.

Master Trainers' Training Program (3- Day Training Workshop)

A three-day workshop was held in the Central University of Odisha (CUO), Koraput to train the MT's in the CBPR methodology. The workshop was held from 7th – 9th June 2022 where 32 MT's from across 5 states of Eastern India – Odisha, Sikkim, Bihar, Jharkhand, and West Bengal had participated. Dr. Rajesh Tandon (UNESCO Chair on Community Based Research and Social Responsibility in Higher Education; Founder- President, PRIA, New Delhi), Mr. Binoy Acharya (Founder- Director, UNNATI, Ahmedabad), and Mr. Jagadananda (Mentor & Co-Founder, Centre for Youth and Social Development) were the facilitators for the training workshop. During the course of the training, they trained the MT's in various CBPR methodology both in theory and practice – through field visits. This report has been prepared by Ms. Nikita Rakhyani (Youth Engagement Lead, PRIA)

Day 1

Session I: Inaugural Session

The session was moderated by Dr. Minati Sahoo (Assistant Professor and HoD, Department of Economics), who on behalf of the Central University of Odisha, welcomed all the participants and the resource persons to the Training of Master Trainers' program. In her address she quoted Joseph Stiglitz – *Development is about transforming the lives of people, not just transforming economies*. Community development is a process where community members come together to take collective action and generate solutions to common problems. Anything dealing with people working together to make the community better can be called Community Development, including the social or economic needs. Community Based Participatory Research (CBPR) is a partnership approach to research that equitably involves community members, organizational representatives, researchers, and several other stakeholders, in all aspects of the research process, where all partners contribute their respective expertise in the decision-making and ownership. CBPR aims to increase knowledge and understanding of a given phenomenon and to integrate the knowledge gained with interventions for the policy or social change benefiting the community members.

Further, she invited Dr. Ramendra Kumar Parhi (Regional Coordinator for Eastern Region) to deliver the welcome address. Dr. Parhi welcomed the various dignitaries and participants who had joined. He said, 'The National Education Policy (NEP) 2020 emphasizes on community engagement as part of regular learning'. However, we do not have any specific curriculum for

teaching students the same. This is the reason why the UGC Subject Expert Group has recommended the teaching of a two-credit course on Community Engagement. This training program intends to capacitate the teachers with the knowledge and skills required for teaching this course to students at Undergraduate and Masters levels.

Dr. Parhi invited Prof. S.K. Palita (Vice-Chancellor, CUO) to facilitate the discussion further. He said, the MT's are going to be future trainers, and thus, it is important for them to use these three days wisely. He invited Prof. Rajnish Jain (Secretary, UGC) for delivering the Inaugural Address. In his address, he said, face-to-face training is very important and different from digital interactive. The young boys and girls who are going to be the future of tomorrow, need to be guided, mentored, and sensitized in the right direction. Until and unless they connect with the community at the grassroots level, they won't understand their lived realities. The youth are going to turn into future policymakers, social entrepreneurs, social workers, etc., and having this understanding is very useful and impactful. The role of MT's is very important, and their efforts are very valuable. He further mentioned, 'The efforts of MT's will be duly recognized as per the UGC recommendations and will be considered as a career advancement opportunity. In addition, this will be given due weightage for promotion. However, the most important part is that all of us are getting an opportunity to develop our competencies to do something for the society.'

Next, Prof. Palita, in his inaugural address expressed his gratitude for organizing this program in Koraput at the CUO. This is the Santhal University of Odisha, and more than 50% of tribals stay here. He said, 'The experts who have joined us today have backgrounds and experiences of engaging with communities.' India is now being recognized global, knowledge, and economic power. In addition, despite various schemes and initiatives like NSS, students are not able to connect with the community as they should. NEP 2020 emphasizes linking development with community engagement. Things are changing (climate change, patterns of livelihood), and these need to be adapted through education.

Moving forward, Dr. Rajesh Tandon addressed the MT's. Reflecting on the journey from the airport, he said, 'Those people who have protected and preserved their region, water bodies, forests, and greenery, must have been very knowledgeable. If they were not, all this would have disappeared.' The purpose of UGC's initiative on Fostering Social Responsibility is for young students of all disciplines to be able to find a way to learn and respect people. The first batch of MT's will not only enable these students to learn but also train other teachers.

Dr. Ujwala Chakradeo, in her address, said this journey has the potential to change the entire life of students once they learn about the values of engaging with society. As we are sharing the methods of experiential learning with students, with every experience, we are changing. This experiential learning involves using all the senses. One of the important aspects of education is to make changes in yourself and gradually in society. This is the moment where educational institutions and students become part of society, learn from them, and be able to link their

education with the same. It is also the responsibility of MT's to play their role as co-learner in this entire process to understand how the transformations happen.

Next, Dr. Kamal Bijlani said, 'We need to transform accumulation and greed to what we need.' Programs like these where we work with communities around social areas impact our hearts and soul, and we learn many things intellectually.

Mr. Binoy Acharya in his address stated, 'After long years of wait, UGC is recognizing Participatory Research in the mainstream curriculum.' Participatory Research, over the years, has developed globally, however, in India, it has somehow remained with the Civil Society Organizations. The 1980s – 1990s were the glorifying years of Participatory Research in India and was also identified by the Government. Later, it started losing its interest, and now it's a pleasure to see the interest it has started gaining again. Classroom teaching should follow the principle of participatory research and training. He further said, 'I am delighted that we are breaking the barriers and exploring new ways of knowing.' The academic institutions these days are not creating research that is transformative in nature - which leads to societal change.

Mr. Jagadananda, in his address, shared that learning is never one-sided. It is always co-creation, and over the next four days, all of us will be co-creating something. Through this training program, we are trying to achieve various goals. Firstly, young learners need to start thinking about being involved in societal learning. Secondly, through this exercise we need to build a world of empathy, to learn to sensitize ourselves to the hope and dreams of the community. Thirdly, this is a program that is going to transform the students into active citizens by connecting students with the community. Lastly, this is going to be a cathartic journey of knowing each other and the community.

The session ended with Prof. S.K. Palita concluding remarks and a vote of thanks delivered by Dr. Debabrata Panda (Assistant Professor, Biodiversity and Conservation of natural resources)



[Lto R] Mr. Jagadananda, Mr. Binoy Acharya, Prof. S.K. Palita, Dr. Rajesh Tandon, and Dr. Ramendra Kumar Parhi

Session II: Introductory Session with Master Trainers'

This session began with a round of introductions of the MT's. In this session, the MT's were asked to share the educational discipline and also the reason for joining this training. MT's represented diverse educational backgrounds such as Anthropology, Engineering, Computer Science, Life Sciences, Education, and Agriculture, among others.



Reasons shared by the MT's for participating in the Training Programme:

1. To learn more about the MT's training process (roles and responsibilities)
2. To learn ideas for planning a newer project for communities
3. To learn more about the communities and community engagement
4. To learn ways to teach students about community engagement
5. To understand if research is contributing to the lives of people
6. To develop capacities for appreciating communities' wisdom and practices to further link it to the real issues
7. To support students in learning about lived realities

The discussion was concluded by Mr. Acharya, who emphasized the idea of being relevant to the community. He said that it is important for us to reflect on why we are in such a hurry to change the community. Before we do that, we need to be sure if the community has accepted us? As participatory research practitioners, we need to understand ways by which our research can help communities to take the '*stick in their hands*'. The CBPR methodology promotes transformative change so that knowledge is spontaneously created. Participatory Research allows people to ask questions and bring transformative change.

This was followed by a short presentation by the representatives of Dhan Foundation, Pragati, and Foundation for Ecological Security. They gave a brief overview of their work and communities which the MT's would be visiting for their field work, during the three-day workshop.

Session III: Understanding the Principles of CBPR and UGC's Two-Credit Course Content & Structure

Following the introductions and the experience of MT's with CBPR, Dr. Tandon emphasized on the basic principles of Participatory Research. He said that we must understand that knowledge resides in people's experiences. Therefore, it is important to understand whose knowledge serves whose purpose. In this context, he briefly touched upon the concept of Community University Engagement (CUE) and its basic principles as described in the National Curriculum Framework & Guidelines issued by UGC:

1. Community engagement is all about **mutual learning and respect**. While community learns from students and faculty engaging with them, students and teachers should also learn from community knowledge and experiences;
2. Community engagement should be **university and discipline wide**, not limited to a few social science disciplines alone;
3. **Participation of students should earn them credits**. Therefore, it should be integrated into their assessments;
4. Performance assessments of teachers, researchers, and administrators in HEIs should include review of their involvement and contributions to community engagement in teaching and research. **Teachers should also be given credit for their engagement activities**;
5. HEIs should **develop organic and long-term linkages with local institutions** around them. These include local governments, district administration, local entrepreneurs, business, and local NGOs.

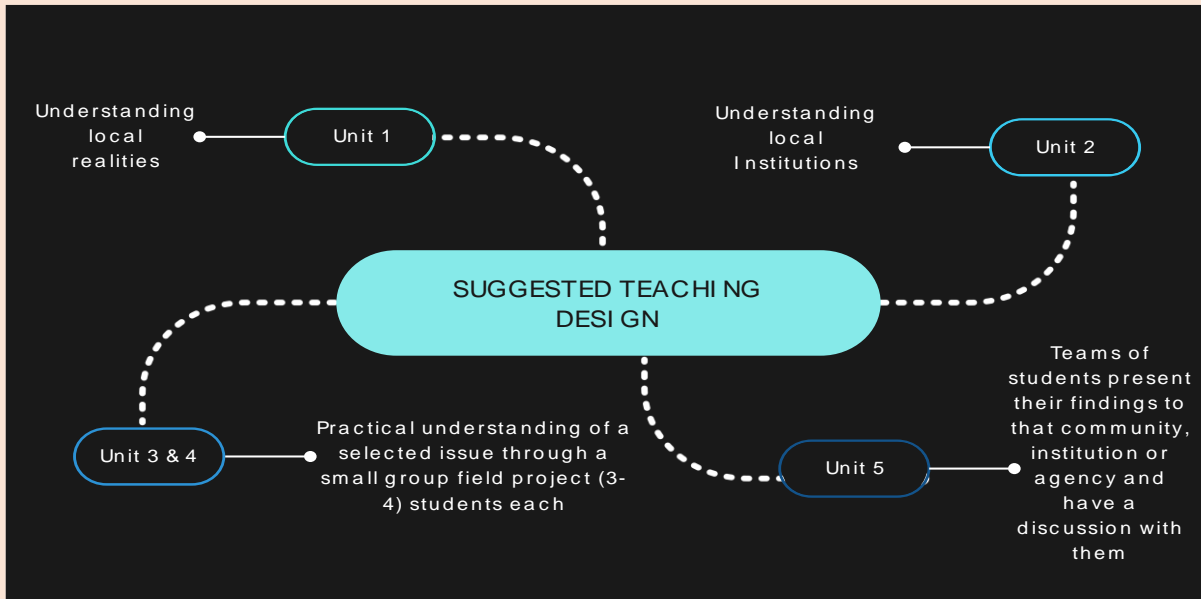
In addition to elaborating on the principles, he explained the proposed structure of the 2-credit course. The 2-credit course has two parts:

1. One credit for online learning through Massive Open Online Course (MOOC);
2. One credit for field-based learning.

Suggested Course Design:

3. Unit One: Understanding Local Realities;
4. Unit Two: Understanding Local Institutions;
5. Unit Three & Four: Practical understanding of a selected issue through a small group field project (3-4 students each);

6. Unit Five: Teams of students present their findings to that community, institution or agency and have a discussion with them.



The course material would be available online for students to build their understanding. This material needs to be supplemented with locally relevant and contextually important materials, including schemes of state governments. The course is compulsory for all students across all disciplines. It will be taught over 6 weeks where the contents will be divided into five units/modules. Each week, students must spend 3 hours on online platform and 3 hours in the field, with guidance from the teachers. Hence, teachers from all disciplines must become MT's. Once the teachers become MT's, they must perform two responsibilities – teach this course to a batch of students themselves in their own institutions and co-train future cohorts of identified teachers in teaching the course to students. This training would help the teachers to learn how they can maximize student's learnings through the CBPR methodology.

Session IV: Understanding Local Realities

7. Learning CBPR Method – Transect Walk

This session was co-facilitated by Dr. Tandon and Mr. Acharya. They introduced the method of Transect Walk. Transect walk is a familiarizing method in CBPR which is usually used at the start to acquire a first-hand understanding of the local reality of the community. The purpose of the transect walk is to develop a clear understanding of the informal settlements by identifying its location, geographical spread, housing, livelihood, composition, water bodies and availability of services.

Click here for the short video clip of the Master Trainers doing Transect Walk.

8. *Learning CBPR Method - Social Mapping*

Next, the method of Social Mapping of the community was discussed. Social Mapping is a way of combining geographical map with social elements such as houses, shops, water taps, fields, visible buildings, roads and so on. For any participatory exercise, social mapping is essential.

Click here for the short video clip of the Master Trainers facilitating Social Mapping.

Briefing for field visit:

1. Transect walk should be done along with the community members;
2. Mapping is an interactive way of engaging community people and understanding the issue from their lens.
3. Though charts have been provided for mapping, try to use locally available resources (chalk, seeds, leaves, sticks, leaves, etc.) and draw the map on the ground. The map can be redrawn on chart paper for documentation and learning purposes;

Session V: First Field Visit

The MT's were divided into groups in a way that maintained gender, geographical, and discipline balance. In their respective groups, they spent around 1.5 - 2 hours in the two identified villages. They did the transect walk, followed by social mapping. After the field visit, MT's were asked to collate all the information and prepare their presentations for the debriefing session.



Day 2

Session I: Presentations and Debriefing of First Field Visit

The second day started with presentations made by the groups. After, the presentations, MT's were given a piece of paper and were asked to reflect on their field visit and answer – *How did you understand that village? What method and explanation helped you in understanding about that village?* This was followed by a debrief by the Resource Persons.



Process:

1. Using the method of '*Observation*' when engaging with the community is very important to get a holistic understanding of the reality. It is important to make use of all our five senses;
2. Researchers, process and make assumptions from the information collected based on their values and prejudices, theoretical and conceptual frameworks, and orientations to information (what we prefer to hear). It is important to be acutely and sharply observant before making any conclusions;
3. Understanding reality requires observing the community from their point of view. E.g.: Ask them what culture means to them?

Key points to keep in mind when engaging with the community:

4. Tolerate the strange observations you make and record them;
5. Use methods that involve the community in an engaging manner. E.g., art, music, or theatre;
6. Value the experiences of the community;
7. Encourage students to enter the community without anything in mind, and experience everything which is happening around them;
8. The discussions should be conversational;
9. Don't go with the orientation of adopting the village and solving their problem;
10. The purpose is that students develop respectful understanding before they go and try to solve;
11. Always reflect on the question - *Do we have the agency to make assumptions and conclusions about other people's lives?*

Mapping the Transect Walk:

12. Transect Walk is a powerful method and acts as an icebreaker. As Participatory Research focuses on joint learning, this tool allows you to work with the community.
13. The purpose of the transect walk is to develop a clear understanding of the informal settlements by identifying their location, geographical spread, housing, livelihood,

composition, water bodies, and availability of services;

14. The idea is to familiarise yourself with all kinds of people, activities, and community infrastructures such as land-use patterns (E.g. Reserved and self-maintained forest) and major landmarks (church, cricket ground, community centers), activities (playing, farming, etc.);
15. Community can be entered from any lane when doing the Transect Walk.

Session II: Second Field Visit - Institutional Mapping

The MT's in their respective groups visited the various local institutions and spent around 1.5- 2 hours.

Briefing for the Institutional Mapping activity:

16. There are three kinds of institutions that commonly operate in any community:
 1. Community (Youth, Mahila, Cultural, Religious)
 2. Development (Aanganwadi, Health Centre, Schools, Self Help Groups, Vocational Training Centres)
 3. Statutory (Graam Panchayat)
4. Every group needs to identify the following aspects of these local institutions: purpose(s), structure, functions, benefits, and the issues.
5. Be mindful of your body language. The idea is to enable conversation with them, therefore, look approachable.
6. Sit on the floor with all the community members.



Session III: Debriefing of Community Engagement

Upon arrival, MT's were asked to make notes of their reflections on the second visit. MT's were asked to reflect on the following question - *What did you learn about engaging with the community? How could it have been better both in terms of behavior and attitude (individual and group members)?* This sharing was followed by debriefing.



Principles derived from the MT's reflection:

1. Respect the community and their knowledge and reflect on this through your actions. Take interest in aspects that are unique to the community without being very intrusive;
2. Leveling Process: Sitting with the community on the floor helps in building rapport and makes them feel that you are involved. Sitting at a higher level reinforces distance;
3. The purpose of the conversation should be '*sharing*' and not '*extracting*'. Therefore, research should be conducted in a partnership with the community;
4. Students should learn ways of building rapport and conditions for learning. What is our starting behavior will tell how will community members respond'? ;
5. Community engagement requires teamwork.

Similarly, when the teacher's take the students for the second visit as part of module 2 (Understanding Local Institutions), they must brief the students before the visit and give them time to reflect.

Session IV: Cultural Tribal Dance Performance

The second day ended with a traditional folk dance- Dhemsa, performed by the tribal community. MT's not only joined the group for dance but also learned how folk dance and culture can be a rich source of community knowledge.



Day 3

Session I: Understanding Language and Culture as form of Knowledge: Talk by Prof. Panchanan Mohanty

The third day of the training program started with sharing of the day's agenda by Dr. Tandon. After this, Dr. Tandon and Prof. Palita introduced Prof. Panchanan Mohanty, who is an expert in the field of tribal language and culture and a recognized linguist. He believes in diversity and language, and culture is very important for promoting diversity.

In his talk, he said, language and culture are highly misunderstood in our country. If we are thinking of developing a new and vibrant India, it is important to change our orientation. English is a language we had to learn for the sake of knowledge because most of the recent information is available in English. But, what about the knowledge that has been there for 2000 years? What about local languages? It's time that we start synchronizing our modern knowledge with whatever was available years back.

He further shared, 'If the country does not have a culture of its own or if we do not respect our culture/languages, the country has no future.' In India, for millions of years, we have maintained and conserved our languages, which is not the case in a lot of other countries. NEP 2020, in its report, mentions mother tongue, and the mother tongue cannot be a single language. There are 1369 mother tongue languages in India. It is important to train teachers to develop learning material in their mother tongue languages. The tribal language, which started 1000 years ago and was spoken by everyone, is now spoken by just tribal people. He concluded his talk by encouraging the participants to start exploring and respecting tribal languages and their culture.



Session II: Presentations and Debriefing of Second Field Visit

In CBPR, once the researcher has developed an understanding of any issue or institution, they are required to share this with the community. Thus, the groups were given 45 mins to collate and present all the information they had gathered during the second field visit. They were instructed to present using methods, which can help the community effectively understand their learnings.



Some groups used the role-play method, others used their resource maps to present, and some presented in the form of an interactive dialogue with the community. The presentations, were followed by a quick energizer and a reflection exercise in which the participants had to write:

1. How do you feel?
2. How was the experience?
3. What did you learn?

Principles derived from the second field visit:

1. CBPR methodology allows researchers to use informal methods of communication for data collection. These methods help develop an understanding of the community, which cannot be understood by just reading books;
2. Informal methods of communication are engaging and help the researcher develop horizontal relations;
3. Through presentations and debriefing researcher gets an opportunity to reflect on their learnings and community knowledge;
4. In the CBPR, community co-produces the knowledge with the researcher. This process allows them to own this knowledge and come up with locally relevant solutions;
5. Participatory methods emphasis using locally available material, as community members can relate to them;
6. As researchers, it is important to transcribe all the notes, take permission from the community members to use their maps, and give credit to all the community members who have contributed.

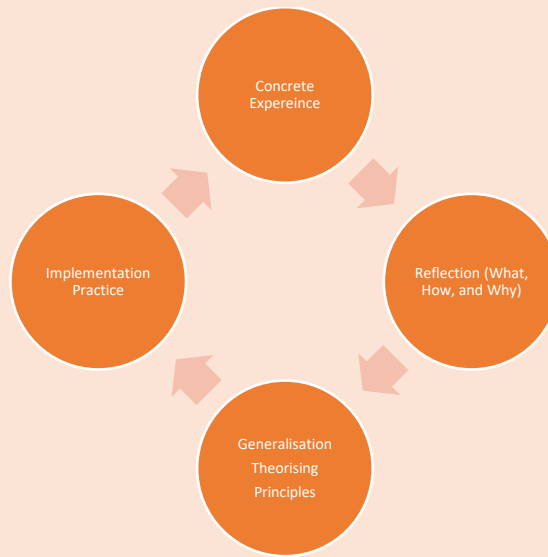
Session III: Learning CBPR Method - Venn Diagram/ Chapati Diagram and Experiential Learning

CBPR Method - Venn Diagram/ Chapati Diagram (Process): This session was facilitated by Mr. Acharya, who demonstrated the Venn Diagram method to understand the functioning, accessibility, and effectiveness of local institutions – the Venn Diagram/ Chapati Diagram. Mr. Acharya asked the MT's to list down the institutions which they came across during their field visits. After the MT's shared the list, the next step was to collectively rank them according to

their importance. The ranking was done through the method of voting. The names of each institution were written on the circular charts (of different sizes) based on their importance in the community. The biggest circle denoted the most important institutions, while the smallest denoted the least important ones. After labeling the circles, the MT's were asked to place the circles on the floor, keeping the accessibility of those institutions in mind. The institutions which were most accessible were placed closer to the community while the institutions which were least accessible were placed away from the community.



Experiential Learning: This session was followed by a discussion on Experiential Learning facilitated by Dr. Tandon. He emphasised that in the process of experiential learning, we start with an *experience*. Experience can be of wide range – our experience and the experience of others. We must *reflect* on that experience, as the second step. As part of the training, MT's were asked to reflect upon their field experiences. If we don't reflect, the exercise of field visits will become mere tourism, and learning may or may not happen. These reflections produce principles (also called *generalization*) – for e.g., through field visits, we identified do's and don't's. Once we get the principles, we use those principles in our *practice*. Reflections help us refine our principles. Experiential learning is lifelong learning. MT's were encouraged to support students in this process.



Session IV: Recommendations on Assessment and Next Steps

In this session, the MT's were asked to give their inputs and recommendations on how they suggested this two credit course will be assessed.

The suggestions for assessment were as follows:

1. The students can maintain a field diary.
2. Along with the field diary, students can also be asked to make reports. The reports should include their finding, learnings, experiences, and challenges.
3. Assessment should be based on the field diary (activity), reports (highlighting issues/thematic), and presentations.
4. Evaluation should be based on attendance and involvement of the students.
5. In addition, with the teachers and mentors, community feedback should also be a part of the assessment.



Session V: Valedictory Session

The session was moderated by Dr. Minati Sahoo. She invited Dr. Ramendra Kumar Parhi to share the report of the last three days. Dr. Parhi shared a detailed report of the 3- Day workshop. He said, ‘Through this training workshop, we have come closer to the community. We have learned about communities’ wisdom and the importance of their knowledge. UGC emphasizes that this course and engagement should be part of this learning.’ Training like this should take place so that professors get the motivation and encouragement to teach these students.

This was followed by a round of feedback/ reflections from a few participants from each state (Sikkim, Odisha, Bihar, Jharkhand, and West Bengal). Prof. (Dr.) G. C. Nanda (Netaji Subhas University, Jamshedpur) said that the training modules and detailed learning outcomes should be provided prior to the training. Prof. Kshirabdhii Tanaya Nayak (Balikuda College, Utkal University, Odisha) said that the workshop helped him to learn about the lived realities of the local communities and respect/ value their knowledge. Prof. Manish Kumar (Sikkim Manipal University, Sikkim) said that the training was a new, different, and great experience for him, and he would try his best to take this initiative forward. Dr. Samapika Mohapatra (Central University of South Bihar, Bihar) said that it was worthwhile for her to engage with the community and experience the concept of experiential learning. Dr. Megha Sinha (Sarala Barla University, Jharkhand) said that the training program has transformed her, and she has learned to newer ways to implement theory with practical. Dr. Abhisek Saha (Chatra Ramai Pandit Mahavidyalaya, West Bengal) said that it’s a very relevant and interesting program organized by UGC. The coordinators, organizers, resource persons, and NGO partners were very helpful. Dr. Kapileswar Mishra (DRIEMS, Odisha) said CBPR is a very interesting way to find what communities want, and it allows the researchers to reflect and retrospect on their roles. It is important to systemize this learning so that it can be taken forward.



Next, Mr. Acharya was invited to address the participants. He reiterated that participatory pedagogy is a very powerful methodology. Participatory research involves an involvement of the Self. These three days have been an incredible journey, and all of us have become co-partners, and colleagues who want to be part of this change. He concluded by saying, ‘I have deep faith that this program will not only transform teachers, students but also our country.’

Dr. Kamal Bijlani presided over the session, and in his address, he said, ‘We are now going to turn into a society in which students and faculty will have to engage with the community immensely.’ Through this program, students will not only become aware and cognizant of the issues prevalent in society but also get motivated to support each other in this process of community engagement.



Dr. Tandon in his remarks said that the participation and motivation of all the participants has reaffirmed his commitment to CBPR and more importantly to the knowledge, experience, and wisdom of people who have not been to colleges and universities and his commitment to the power of unlearning.

Taking the valedictory session forward, Dr. Diksha Rajput was invited to deliver the address. She said, ‘We will take all the feedback positively and work towards it. This is a learning experience for all of us. Through this program, we have learned to value knowledge and wisdom, which is available to rural and tribal communities.’

Prof. S.K. Palita in his address, thanked and applauded the participants for their efforts. He said that he is very optimistic about the program, and it is sure that will be taken forward effectively. Through this training, program participants have learned innovative ways of engaging with the community and finding locally relevant solutions. He concluded by encouraging the MT’s to share this program and their learning with their colleagues.

This was followed by the certificate distribution and vote of thanks to the resource persons, participants, and organizing/coordination team. Dr. Parhi circulated a link to the Review Form for the participants to share their feedback about the three-day workshop to make it better for the future. Immediately after the submission of the Review Form, the certificate distribution ceremony began.

Review Form Data

(1: Lowest Value; 5: Highest Value)

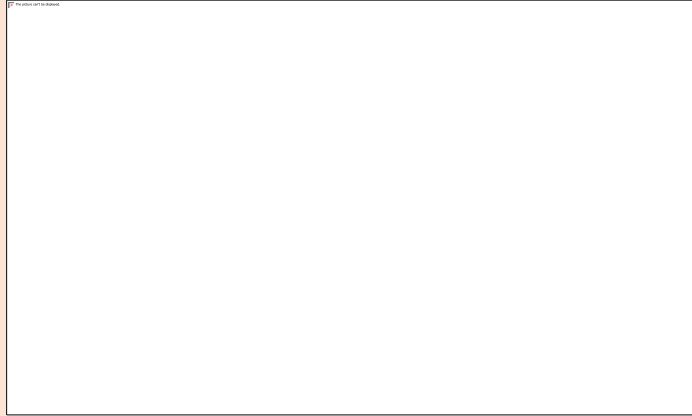
1. To what extent did the workshop achieve the learning objectives?

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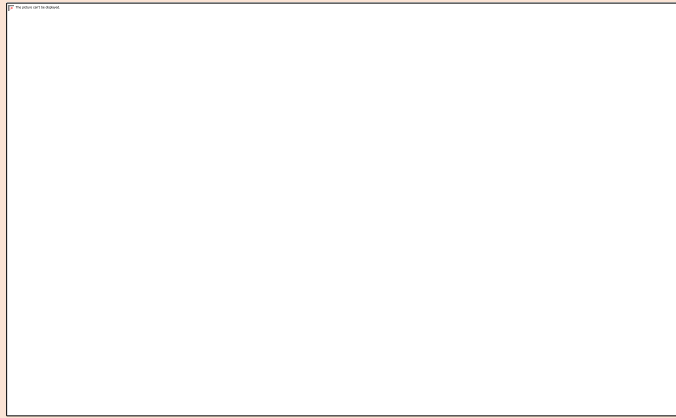
2. To what extent were you able to learn about the use of CBPR methodology?

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3. How confident you feel in teaching the 2- credit course in your institution?



4. How effective was the field-based learning design used in this workshop?



5. How appropriate were the logistical arrangements for such a workshop?

6. Did you find the learning environment of the workshop productive for learning? Give reasons for the same.

7. Please share your feedback about the resource persons so that they can improve in future.

1. The facilitators were very skilled, knowledgeable, cooperative and allowed us to explore and understand concepts in a better manner;
2. The program design and learning process were planned in a manner that gave us the confidence to implement it in our institutions;
3. The use of local language during field visit was a limitation;

4. Community workers like Mukhiya (Sarpanch) or Asha workers can also be invited during the training as resource persons;
5. All the Resource Persons - Dr. Rajesh Tandon, Dr. Binoy Acharya, and Dr. Jagdanand Singh quite brilliantly explained and elaborated the different dimensions of CBPR leading to the betterment of the understanding of the concept by the Master Trainers;
6. The Master's training program was highly informative as well as it would be useful for the upliftment of the community in the future.

7. Your suggestions for improving the conduct of future workshops?

1. Need a week for the workshop for much more effective learning outcomes;
2. A session with resource persons from the community can be included;
3. The number of institutions should be increased;
4. More such programs can be conducted, for strengthening the trainer's and students' spirit of community action;
5. Such workshops can be conducted on a geographically decentralized basis, as this will save the traveling time of the participants and lessen the financial burden on UGC;
6. The program needs to be planned systematically, as at every stage the MT's might have to deal with new situations and problems. Thus, it is necessary to conduct at least some regular webinars;
7. The program needs to be reviewed and assessed for better implementation.

8. Any additional comments/ suggestions:

1. The entire training program and application strategies were so holistic;
2. Good initiative to involve the students in community and learning from experience can be extended;
3. The scope of such training programs may be widened. Such programs can be conducted with greater frequency as faculty development program;

4. Route map for the further training programme should be shared with the MTs for efficient implementation.

List of Resource Persons

UGC Subject Expert Group

1. Dr. Rajesh Tandon, Member, UNESCO Co-Chair in Community Based Research and Social Responsibility in Higher Education) Founder President, PRIA, New Delhi
2. Prof. S. Natarajan, Former Vice Chancellor, Gandhigram Rural Institute, Dindigul
3. Dr. Ujwala Chakradeo, Vice-Chancellor, SNDT Women's University, Mumbai
4. Dr. Kamal Bijlani, Director, E-Learning Research Lab, Amrita Vishwa Vidyapeetham, Coimbatore

Local Resource Persons

1. Mr. Binoy Acharya, Founder Director, UNNATI
2. Mr. Jagadananda, Mentor & Co-Founder, Centre for Youth and Social Development (CYSD)

Regional Coordinator for Eastern Region

1. Dr. Ramendra Kumar Parhi, Asst. Professor & Head of the Department (Department of Education)

From PRIA (for preparation of Report)

2. Ms. Nikita Rakhyani, Youth Engagement Lead, PRIA

Training Design

Day 1:

Time	Activity
9:00 am -10:00 am	Registration
10:00 am -11:30 am	Session I: Inaugural Session
12:00 am-01:30 pm	Session II: Introductory Session with Master Trainers' Session III: Understanding the Principles of CBPR and UGC's Two- Credit Course Content & Structure
Lunch and Rest	

3:00 pm - 4:00 pm	Session IV: Understanding Local Realities Learning CBPR Method – Transect Walk Learning CBPR Method – Social Mapping
4:00 pm- 7:30 pm	Session V: First Field Visit

Day 2:

Time	Activity
9:00 am-11:30 am	Session I: Presentations and Debriefing of First Field Visit and Community Engagement
11:30 am-2:00 pm	Session II: Second Field Visit - Institutional Mapping
Lunch and Rest	
4:00 pm – 6:00 pm	Session III: Debriefing of Community Engagement
6:30 pm onwards	Session IV: Cultural Tribal Dance Performance

Day 3:

Time	Activity
9:00 am - 10:00 am	Session I: Understanding Language and Culture as form of Knowledge: Talk by Prof. Panchanan Mohanty
10:00 am - 12:30 pm	Session II: Presentations and Debriefing of Second Field Visit
12:30 pm - 2:00 pm	Session III: Learning CBPR Method – Venn Diagram/ Chapati Diagram and Experiential Learning
Lunch and Rest	
3:00 pm - 5:30pm	Session III: Learning CBPR Method – Venn Diagram/ Chapati Diagram and Experiential Learning (cont.) Session IV: Recommendations on Assessment and Next Steps Session V: Valedictory Session

List of Participants

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